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ABSTRACT

This annotated bibliography on women in management is prefaced by three sections which provide an approach for reviewing materials and considering their appropriateness. Section 1 discusses (1) types of materials available and (2) categorizing materials by purpose--descriptive, prescriptive, or ascriptive (reasons or explanations why particular behaviors occur)--or by type--self-help, report of factual information, psychology of women, or experimental or case study research. Section 2 describes three research orientations in literature about behaviors of women in management: sex difference research, sex role research, and managerial behavior research. The third section focuses on determining which materials are appropriate, using four sets of questions assessing needs, availability, validity, and relevance. The annotated bibliography is a selected listing of literature directed at or about women in management. Twenty-three entries follow this format: author, title, publisher, date of publication, and brief annotation. They are divided into books on women in organizations, general books on organizational behavior, and journal and magazine articles. A list of academic journals that include articles on management, administration, and/or women and popular magazines for working women concludes the document. (YLB)

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RESOURCES FOR WOMEN
IN MANAGEMENT

A Guide to the Literature
and an Annotated Bibliography

Prepared for

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INTRODUCTION

Twenty years ago, the task of putting together an annotated bibliography on women in management would have been easier. The books and articles available on the topic were few. There were no "how to" or "what it's like" books for females aspiring to administrative positions. In fact, the notion of women building managerial careers in organizations was only accepted under the most extreme conditions. The literature that did address the topic of women executives treated the subject with the delicacy of "Ripley's Believe It or Not." The exceptional nature of the women in high level positions was stressed rather than the applicability of the experiences of women in administration to women in general.

Today, the attitudes about women in the work force are changing. It is more feasible to imagine women in high level positions in organizations. Laws and subsequent affirmative action programs have heightened the awareness that women can and should be assuming managerial positions. As a result of this heightened awareness, there is no dearth of literature on the topic of women in the work place. The reader now is confronted with the problem of selecting the readings that will be the most useful. As one sorts through the literature, it is now a matter of determining the match between one's information needs and the quality of the information presented.

The following sections in this preface to the annotated bibliography provide an approach for reviewing materials and considering their appropriateness, so that the reader may find it easier to select materials that are useful. The following three sections discuss:

- . what types of materials are available
- . three basic research orientations
- . how to determine what is appropriate.

The last section explains how the materials were selected for the annotated bibliography.

WHAT TYPES OF MATERIALS ARE AVAILABLE?

The state of the art in writing about women in management is diverse. Empirical as well as experientially based writings can readily be found. The literature ranges from research reported in academic journals (e.g., Harvard Business Review, Journal of Applied Psychology) based on empirical research to articles in popular magazines (e.g. Working Women, Ms.) about "how females can make it to the top." In the last ten years, there has been an increase in the number of books published that are oriented to understanding or explaining the phenomenon of women in organizations.

Three broad categories can be used to describe the materials. These categories are based on the purpose of the material. The purpose of any material can be:

- . descriptive
- . prescriptive
- . ascriptive

Materials that are descriptive attempt to present either what the situation is currently, has been in the past or might be at some future time. These materials provide factual information that describes behavior, actions or the current state of affairs. Examples of this type of material might be:

a description of the equal opportunity laws; what an affirmative action program looks like; how female executives act.

The emphasis is not placed on why or how to do something.

Material that is prescriptive provides a course of action to the reader. A situation may be described but the emphasis is placed on how to either

remedy the situation or confront it. For example, training manuals describe a course of action. Books on assertiveness training would be considered prescriptive since they tell the reader how to act. Etiquette books and guides such as Malloy's Dress for Success describe in detail the way one should act in order to be acceptable or even successful.

Materials that are ascriptive provide reasons or explanations of why particular behaviors occur, and allude to cause and effect relationships. Materials typical of this emphasis might discuss how a woman's socialization influences her job behavior. The purpose of the material is to link behaviors, not to prescribe or even describe the behaviors but to show that one causes the other to occur. The emphasis of these materials is on why a particular situation or behavior exists.

In addition to describing the literature in terms of purpose as descriptive, prescriptive or ascriptive, one can also categorize materials as primarily:

1. Self-help
2. Report of factual information
3. Psychology of women
4. Research:
 - a. experimental
 - b. case study

The self-help literature is primarily prescriptive and provides the reader with courses of action. The manner of presentation is usually "folksy" and easy to read, and the authors of these books tend to base their recommendations on personal experience or the experience of others who have been in similar positions. In general, if the title says "Guide to" or "How to" the reader will find the author's opinion on how to cope with particular

situations. The shortcoming of the self-help literature is that the recommendations may not be applicable to the reader's situation. The broad generalizations typical of this literature can be misleading.

Factual information that is presented is primarily descriptive or reports on the law, affirmative action programs, or the history of women in executive positions. This literature may be appropriate for the reader who wants background information on how things were or are done. There is a growing body of literature on affirmative action and the law that governs it.

The psychology of women materials are based on research that probes why women act the way they do. Sex role socialization research is the foundation of this area. Women in the organizational contexts are rarely discussed. These materials are generated to provide explanations about the behavior of women in general and tend to be ascriptive. The readings in this area would be appropriate if one is interested in a psychological approach to women's behaviors.

Research materials are written for an academic audience. The findings reported are usually based on experimental research or case studies. The experimental research referred to is research in which the situation is controlled and manipulated by the researcher. Many of the findings are either based on a population of women in general or college students. Case study research develops a detailed history of women in management and then attempts to explain behavior by comparing and contrasting the women studied. This type of literature provides the background knowledge presented in the other types of materials. Case study research has been brought to the attention of the nonacademic reader with books like The Managerial Woman and Men and Women of the Corporation. The following section will discuss three research orientations that provide the basis for thought about women in the work force.

THREE BASIC RESEARCH ORIENTATIONS

Most of the literature that has primarily shaped present thought about behaviors of women in management emanates from traditions in sociology and psychology and can be divided into three research orientations. These orientations are: research on sex differences; research on sex roles; and research that focuses on understanding successful managerial behaviors. This division of the field is based on the assumptions made about female behavior and, in part, the researcher's belief in what will explain the behavior. Sex difference research compares male and female behavior assuming that the difference in sex will explain behavior. Sex role research focuses on one's early socialization as a key to understanding adult behavior. A managerial behavior approach tries to understand which managerial behaviors lead to success for the female manager.

Sex difference research tries to establish whether there are differences between male and female behavior. The research describes the differences more than it tries to explain them. In some instances when differences are found, post hoc analysis consists of a discussion of how socialization or biology can account for these differences. This research, when focused on organizational behavior, usually looks at behaviors such as aggressiveness, dominance, and assertiveness.

A number of problems are apparent with the results generated by sex difference research. In particular this mode of study assumes either difference or no difference between the sexes. There may in fact be quantitative differences that this approach doesn't take into account in providing

descriptions of the behavior of interest. It is also possible that being male or female is not the major determinant of managerial behavior and that other variables may contribute more toward an outcome.

The use of sex difference research may obscure rather than assist in developing a model of female managerial behavior since the focus of research is not on how females act in an organization to become successful, but rather how females differ from males. This approach to the study of male and female managerial behavior probably is least useful for determining appropriate behavior. The literature on women in management that is based primarily on this type of research should be carefully reviewed.

The second type of research orientation looks at sex roles. A sex role orientation is predominantly concerned with explaining the effects of sex-typed socialization (in this case, female socialization) on subsequent adult behaviors. This research relies heavily on theories of human development and how one develops or exhibits behaviors that are considered appropriate for a particular sex.

Sex-role research, in general, operates under the assumption that there are differences in the socialization of males and females to gender-appropriate behaviors and that this socialization influences behavior later in life. The literature using this perspective usually tries to explain why "women fear success" or perceive themselves as incompetent and how they can overcome their early socialization to act feminine. The basic premise of this type of writing is that females in managerial positions experience a conflict between their sex role and occupational role, i.e., trying to be feminine and trying to be a successful manager. A good deal of the literature on women in management utilizes this body of research in order to

explain women's behavior and advise women in the way they should act to overcome their socialization.

The third research orientation is focused on managerial behaviors. This orientation is least apparent in the literature since it is directed at understanding managerial behavior first and foremost. Female managerial behavior is not necessarily considered different from male managerial behavior. The primary concern of this research is understanding the dynamics of organizational socialization, integration and mobility, or more succinctly, how one operates in an organization. The goal of the research is to find the behaviors that optimize managerial success.

The managerial behavior perspective's main focus is on describing and understanding how women act or should act in order to be successful when they assume managerial responsibility. Research has reinforced the idea that women managers are generally not accepted or integrated well in organizations. An obvious, potential problem in reconciling this type of research as separate from the other areas is that the optimal managerial behavior for women may be a combination of what has been considered sex-role typed behavior and managerial role behavior, but it does not presuppose that sex-role behavior is bad. In fact, the concept of "role strain," that is, acting as both a female and as a manager, may explain women's managerial behavior. This is at odds with the extreme approaches that view managerial behavior as male behavior.

The three types of research lay the foundations for current thought about women attaining positions of power and authority in organizations. The major shortcoming of sex difference research is that it can only ascribe different behaviors to a difference in sex when in fact other things may have caused the difference in behavior. Sex role research focuses on

socialization. Though fruitful for understanding development, it does not generally provide a tested course of action for the female other than resocialization to male-type role behavior. The managerial behavior approach is oriented toward exploring those managerial behaviors that have successful outcomes for the female manager. This approach could be considered an extension of the other two orientations.

HOW DO I KNOW WHAT IS APPROPRIATE?

There is no clear-cut approach for determining which materials are the best to read. As was noted in the previous sections, the materials related to "women in management" are not only varied in focus but in method of presentation, as well as quality of information.

The challenge to readers is to determine what their own needs are and to match those needs with the materials available. There are at least four sets of questions that one can ask when retrieving and reviewing the literature. The four sets assess needs, availability, validity and relevance.

- | | |
|--------------|--|
| NEEDS | I. What is the purpose of getting this information? What types of information would I find useful? |
| AVAILABILITY | II. Where can I find materials? What can I expect of them based on where I found them? Would they meet my needs? |
| VALIDITY | III. How believable is this information? What is its basic premise or orientation? |
| RELEVANCE | IV. Does this make sense for <u>my</u> situation? How does this apply to the <u>context</u> I work in? |

The process of reviewing materials is flexible. For example, if a woman is interested in finding out if other women have had similar experiences as an administrator, her response to the four sets of questions might be as follows:

<u>Question</u>	<u>Sample Response</u>
I. What is the purpose of getting this information?	Have other women had problems with female coworkers?
What types of information would I find useful?	Ways to cope with the situation.
II. Where can I find information?	There are books out on women in management and new magazines; however, academic journals might not be useful.
What can I expect of them?	Prescriptions and descriptions.
III. How believable is this?	This is a self-help book based on the author's own experience.
What is its basic premise?	She thinks women are socialized not to cooperate. Her experiences are believable, but I don't agree with the socialization explanation.
IV. Does this make sense for <u>my</u> situation?	The woman works in an advertising firm in New York, and I work for the Department of Public Health in Austin, Texas, but her descriptions of her work situation sound similar to mine.
How does this apply to the context I work in?	Her approach to her co-worker might work with mine in spite of differences in our type of work.

The choice and appropriateness of materials is based on individual needs. The purpose of the question sets is to decrease the time it takes to find materials and determine whether they are useful.

The following section will describe the considerations in putting together the annotated bibliography.

ANNOTATED BIBLIOGRAPHY

The purpose of the annotated bibliography is to provide the user with a short listing of titles that represent the literature directed at or about "women in management." Current readings that may be useful for women in or aspiring to managerial positions were also included. The annotated bibliography is not intended to be comprehensive but rather a selected listing. The materials that are included in the annotated bibliography have been chosen for any of the following reasons:

- . popular and well known
- . typical of literature on women in organizations
- . provide a particular perspective on women in management
- . useful and informative on the topic

A list of academic journals and magazines that have published research on this topic is also included.

Books on Women in Organizations

Bird, C. Everything a Woman Needs to Know to Get Paid What She's Worth. New York: David McKay Company, Inc., 1973.

An Ann Landers approach to discussing equity for women in the work place, presented in a series of questions and answers. The course of action prescribed by the author may at times be misleading because of the broad generalizations she makes. Since the organization of the book is loose, one may have to refer back to the chapter title to figure out why questions were grouped together. Readable, because of its "folksy" style, this book could easily be a larger version of articles written for "women magazines" such as Vogue, Ladies Home Journal, and Working Women.

Epstein, C. F. Woman's Place: Options and Limits in Professional Careers. Berkeley, Calif.: University of California Press, 1970. (available in paperback)

A sociological perspective on women in the work place, in which the status of women as workers is described with demographic data and the development of women's roles as workers and family members is discussed. Written in an academic style, this is an excellent example of this type of research.

Gappa, J. M. and Uehling, B. S. Women in Academe: Steps to Greater Equality. Washington, D.C.: ERIC Clearinghouse on Higher Education, 1979.

A short, comprehensive description of all facets of academic life for women. Women's opportunities and roles as students, faculty and administrators are described; legal rights and relevant laws for women in academe are presented. The discussion of socialization processes is brief but well done. Basically a descriptive document, this is a typical example of what is written about women in education.

Harragan, B. L. Games Mother Never Taught You. New York: Warner Books, 1977. (available in paperback)

The subtitle states that this is about corporate gamesmanship for women. In this prescriptive approach to confronting organizational life, the female reader is told how to deal with the male dominated organization and win. Instruction on jargon, dress, and organizational dynamics are provided. The book's major goal is to show women how to beat men at their organizational game. Easy to read, offering some apparent insights, this book is the best of the popular prescriptive genre.

Hennig, M. & Jardim, A. The Managerial Woman. New York: Anchor Press, 1977. (available in paperback)

Primarily a presentation and analysis of 25 in depth interviews with women in management. Case studies of the development of these managers are drawn upon to discuss how socialization, particularly sex role

socialization, influences career development. Throughout the book the authors attempt to provide insights about what happens to women in management, and in the last chapters they discuss what men and women can do to contribute to women's success in the work place. A well written, carefully thought-out piece of research, this book is easy to read--which may account for its general popularity.

Higginson, M. V. and Quick, T. L. The Ambitious Woman's Guide to a Successful Career. New York: AMACOM, 1975.

A prescriptive manual for coping with preparation, entry, and success in the work place. Readers are told how to prepare a resumé, find a job, and secure promotions. Descriptions of functional and dysfunctional organizational behavior are provided. Easy to read, the recommendations it provides are based on research.

Kanter, R. M. Men and Women of the Corporation. New York: Basic Books, Inc., 1977. (available in paperback)

An exceptional representation of life in a large corporation, with a thorough, well-developed discussion of issues relevant to success in an organization, based on the major premise that change in organizational structure can bring about change in the organization's effect on its members. An excellent example of organizational research, with clear and concise writing, although initially written for an academic audience.

Sexton, P. Women in Education. Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1976.

Representative of books available on women working in education, this volume describes the history, status, roles and future of women in education. Approximately one-third of the book is devoted to the history of women in education in both Europe and the United States; the remainder presents a typical overview of socialization, training, and inequality in the workplace. In the last section, the law, equal opportunity, and politics are discussed.

Stead, B. A. (ed.) Women in Management. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1978. (available in paperback)

An excellent compilation of articles related to women in management and a good overview of the writings in the area. Case studies and an annotated bibliography are included with the thirty-eight articles, which cover the issues of sex role stereotyping, affirmative action, behaviors of female managers, communication, organizational dynamics, leadership, and future directions for women in the work place. A good book to start with on women in management.

General Books on Organizational Behavior

Eisenberg, A. M. Job Talk. New York: Macmillan Publishing Co. Inc., 1979.

A common sense approach to organizational communication, Job Talk is a self-help book that identifies communication behaviors that are appropriate in the work place. Communication at interviews, in meetings, and with coworkers is discussed and brief self-assessment instruments direct the reader to communication behaviors that could be improved.

Jennings, E. E. Routes to the Executive Suite. New York: McGraw-Hill Book Co., 1971.

The author's experience as confidant to high-level executives in corporations provides the background to this book. Jennings describes the types of behaviors that are most conducive to ascending the organizational hierarchy. His discussion of exposure and visibility are insightful; however, the focus is not specific to women in the work place.

Katz, D. and Kahn, R. L. The Social Psychology of Organizations. New York: Wiley & Sons Inc., 1966.

A well-known, seminal work on organizations and a basic reference generally quoted by researchers of organizational behavior. The author's discussion of role theory and communication in organizations is excellent.

Porter, L. W., Lawler, E. C. III, and Hackman, J. R. Behavior in Organizations. New York: McGraw-Hill, 1975.

Excellent textbook that presents the most recent ideas about organizations and their impact on workers. A synthesis of the current organizational research is the basis of this book, which is a source to consult for state-of-the-art information about organizational behavior.

Ritti, R. R. and Funkhouser, G. R. The Ropes to Skip and the Ropes to Know. Columbus, Ohio: Grid Inc., 1977.

Appealing because of the wealth of anecdotes and interesting examples of what it is like to be part of an organization, this book provides the reader with an understanding of how organizations work and the way organizational members behave. The writing style is "folksy" and much of the material seems based on common sense.

Smith, M. J. When I Say No, I Feel Guilty. New York: The Dial Press, 1975.

The definitive book on assertiveness training, with prescriptions for analyzing and coping with dysfunctional interactions. Sample dialogues are included for illustration. Use of assertiveness training with women is primarily a response to the belief that women are socialized to be submissive and while basic ideas of assertiveness training may be useful, they should be applied with circumspection.

Journal and Magazine Articles

Alexander, T. "There are Sex Differences in the Mind, Too," Fortune, 1971, Feb., 76-79; 132-134.

A review of sex difference and female sex role socialization research. The most important consideration in reviewing the article is the audience that it was primarily written for, i.e., white male corporate managers and executives.

Bender, M. "When the Boss is a Woman," Esquire, 1978, March 28, 35-41

A journalistic description of how males view female bosses, drawn heavily from the "psychology of women" research. A psychoanalysis of males' response to women as bosses is presented. An interesting article, but of questionable use.

Henley, N. M. "Power, Sex, and Nonverbal Communication," Berkeley Journal of Sociology, 1973-74, 18, 1-26.

A synthesis of the research on sex role socialization's impact on non-verbal communication behavior. The author discusses the impact of one's nonverbal behavior on one's perception of power, and how nonverbal presentation may affect the power and authority attributed to managers and staff.

Jacobson, M. B. and Effertz, J. "Sex Roles and Leadership," Organizational Behavior and Performance. 1974, 12; 383-396.

In this experimental research study of the effects of sex role stereotyping on the perceptions of leadership ability, females were rated higher than their male counterparts. The explanation provided by the researchers was that less is expected of females; therefore, the rating would be inflated and vice-versa for males. Typical of the research found in academic journals.

Orth, C. D. III, and Jacobs, F. "Women in Management: Pattern for Change," Harvard Business Review, 1971, July-August, 139-147.

A discussion of affirmative action, in which the status of programs, resistance mechanisms, and a method for implementing programs are described. Simple solutions to what may be complex situations appear to represent the authors' views.

Quinn, R. E. "Coping with Cupid: the Formation, Impact and Management of Romantic Relationships in Organizations," Administrative Science Quarterly. 1977, 22, 30-45.

A study to determine the factors that influence romantic relationships in organizations, based on interviews and questionnaires. One of the few research endeavors on this topic.

Rosen, B. and Jerdee, T. H. "Sex Stereotyping in the Executive Suite," Harvard Business Review, 1974, March-April, 45-58.

A survey of Harvard Business Review readers' reactions to male and female managers. The authors conclude that there are two patterns of sex discrimination: (1) greater concern for male rather than female careers and (2) skepticism about women's abilities to balance family and work.

Schein, V. E. "The Relationship Between Sex Role Stereotypes and Requisite Management Characteristics," Journal of Applied Psychology, 1973, 57, 95-100.

Report of research focused on determining the congruence between sex role stereotypes and managerial stereotypes, based on an examination of 300 middle managers' stereotypes of what makes male and female managers successful. One of several studies on stereotyping by Schein.

ADDITIONAL SOURCES

Journals That Include Articles on Management, Administration, and/or Women¹

Academy of Management Journal²

Administrative Science Quarterly²

American Behavioral Scientist

Harvard Business Review²

Human Relations

Journal of Applied Psychology

Journal of Applied Social Psychology

Journal of Psychology

Organizational Behavior and Human Performance²

Personnel Journal

Personnel Psychology

Public Personnel Management

The Education Digest²

Women's Studies

Popular Magazines for Working Women

Ms.

Savvy

Self

Working Women

The Executive Female Digest

¹ Journals of professional associations may also have information on women, decision making, and policy analysis.

² Journals and magazines which have included excellent materials on women and/or management.